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ABSTRACT

This study initiates an exploratory research effort to determine styles of planning processes actually used and recommended for use by public school districts and relates these styles to selected school district characteristics. Year-round education was selected as the vehicle for the study. Specific objectives of the study include identifying actual and ideal planning styles of school districts that have implemented year-round programs; and determining the relationship between variables (size of district, type of district, wealth of district, racial composition of district, type of calendar, number of different referent groups involved in the planning process, length of planning time, individual or group assuming primary responsibility for planning, amount of budget for planning, primary goal established for year-round programs) and actual and ideal planning styles. A copy of the year-round educational planning survey instrument is included in the appendix. (Author/DN)

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PLANNING STYLES FOR

YEAR-ROUND EDUCATION

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In recent years, school districts have been challenged by the lay public and other professional educators to plan more systematically for educational programs. This challenge has been made on the assumption that systematic planning will bring about more responsiveness to the political, economic and social pressures of our times and, thus, enable school districts to achieve several desirable results. First, it has been suggested that such planning would help school districts relate changes in educational programs to a better quality of student performance in terms of the knowledge, skills, and attitudes required in the world outside the school and to demonstrate, through a rational accounting scheme how tax dollars are being spent. In addition, planning has been advocated as a strategy to offset difficulties districts face in introducing change, in increasing realistic decision making, and in keeping districts from moving from crisis to crisis.

For the school district which would like to plan more systematically to achieve such results, however, most of the information available consists of only a body of knowledge on planning which has been accumulating since the 1950's. This literature portrays an a priori, logical, deductive system which assumes that good decisions and methodological implementation procedures take place in an environment of rationality. However, there has been relatively little research which would provide an empirical base to the planning assumptions made.

It is apparent that as planning seeks to become more scientific and thereby more functional, much research will be necessary. Specifically, the question of how school districts actually perform the planning function is crucial. Each school district begins anew as it approaches the planning activities for its programs -- no identification of a systematic

planning process has been produced. In essence, each district has re-invented a planning process which is costly in time, money and energy. Information is needed on how districts plan, whether districts differ in how they plan, and whether any differences which do exist can be accounted for by school district characteristics.

This study initiated an exploratory research effort to determine styles of planning processes actually used and recommended for use by public school districts and to relate these styles to selected school district characteristics. Year-round education was selected as the vehicle for the study. The specific objectives of the study were to: (1) identify actual and ideal planning styles of school districts which implemented year-round programs; and (2) determine the relationship between size of district; type of district; wealth of district; racial composition of district; type of calendar; number of different referent groups involved in the planning process; length of planning time; individual or group who assumed primary responsibility for planning; amount of budget for planning; primary goal established for year-round programs and actual and ideal planning styles.

RESEARCH PROCEDURES

Public school districts nationwide having planned and implemented year-round education programs from 1968-1972 were used as a referent group from which to gather data. Thirty-seven school districts were

identified and thirty-two of these provided useable information on their planning processes. A questionnaire was developed as the research instrument for the study to solicit data consistent with the objectives of the study -- information on selected school district characteristics and planning procedures school districts may have used in planning for year-round education.

The components of a general planning model developed by Brieve et. al. (1973) which was congruent with the body of knowledge on systematic and logical planning served as the framework for developing planning procedures in the questionnaire. The basic components of the model are PLANNING ARENA, INFORMATION SYSTEM, ESTABLISH GOALS, ASSESS NEEDS, IDENTIFY RESOURCES AND RESTRAINTS, FORMULATE PERFORMANCE OBJECTIVES AND PRIORITIES, GENERATE ALTERNATIVES, ANALYZE ALTERNATIVES, SELECT ALTERNATIVE, DEVELOP AND IMPLEMENT PROCESS OBJECTIVES, EVALUATE PROCESS AND PERFORMANCE, MODIFY SYSTEM. Planning procedures within these components were drawn from a delineation of specific aspects of the general planning model, year-round education feasibility and evaluation studies, and educational planning literature.

Hierarchical grouping (iterative procedures which group those subjects whose measured characteristics are most alike), the median, and percentages were used to analyze the data reported on the questionnaire. Hierarachical grouping using the Johnson MAX procedure was applied to determine patterns of planning styles (Baker, 1972: 345-356). After the planning styles were determined, a

mean value for each procedure was used to determine the distinguishing planning procedures of styles. These distinguishing procedures were used then to affix a style name.

The data dealing with the selected school district characteristics of the study were analyzed visually in tables to determine what, if any, relationships existed between the district characteristics and actual and ideal planning styles. For purposes of analysis, the median was chosen as a measure of central tendency for adjusted gross income per pupil, budget for planning, size of district, percent of students non-white, and number of referent groups involved in the planning process. The number of districts within the categories for the characteristics dealing with type of calendar, length of planning time, type of district, individual or group who assumed primary responsiblility for planning, and primary goal for year-round program were reported as percentages.

RESULTS

An analysis of the data solicited on the questionnaire resulted in an identification of the following: three styles of actual planning procedures used by districts; four styles of ideal planning procedures recommended by districts; relationships between selected school district characteristics and actual and ideal planning styles; and a summary of the goal priorities for year-round education for thirty-two districts. A description of each of the above findings follows.

Actual Planning Styles

Three actual planning styles were identified through the hierarchical grouping procedure. A mean value of .8 was used to determine agreement on those planning procedures which provided the most distinguisishing characteristics and made it possible to affix a style name. The three style names affixed were "Systematic," "Non-systematic," and "Systematic Financial and Facilities." The "Systematic" style was the most consistent with a logical and systematic planning process. After the establishment of goals, there was a tendency then to assess needs and evaluate on the basis of those goals. Overall, the style included representative procedures from each of the components with the exception of those components dealing with generating alternatives, analyzing alternatives, and establishing an information system.

The "Non-systematic" style characterized the most inconsistent planning. The style was the only one to include procedures which established goals in all possible areas except one. However, after this component, the planning process began to deteriorate and gradually disappeared.

The "Systematic Financial and Facilities" was a planning process oriented in the areas of curriculum and instruction revision, equipment and facilities utilization, and financial efficiency. This orientation was established in the component dealing with goals and was evident throughout the entire planning process. Overall, procedures were included from all components except those components dealing with generating and analyzing alternatives.

The distinguishing procedures which were identified in each of the three styles are shown below. There were eleven districts in the "Systematic," twelve in the "Nonsystematic," and nine in the "Systematic Financial and Facilities."

"Systematic" Planning Style

Planning Arena

Considered trends in the following areas in the development of the YRE (year-round education) program:

- Education on local level
- Family life on local level

Established Goals

Established goals for YRE in the following areas:

- Community support
- Curriculum and/or instruction revision
- Equipment and/or facilities utilization
- Financial efficiency
- Staff support
- Staff utilization
- Student performance
  - Intellectual
  - Social

Involved members of the following groups in develcping the goals for YRE:

- Central office administrative and/or supervisory staff
- Parents
- Principals
- Teachers

Assessed Needs

Determined the discrepancy between the current level of achievement and desired level of achievement in each of the following YRE goal areas:

- Curriculum and/or instruction revision
- Equipment and/or facilities utilization

Staff utilization
Student performance
Intellectual
Social

Identified Resources and Restraints

Collected information on the following factors which might help or hinder achievement of YRE goals:

Amount of time for:
Instruction
Staff development
Community involvement
Curriculum and/or instruction revision

Budget for:
Operation
Curriculum materials
Equipment and/or supplies
Facilities (classroom space and/or other)
Non-certified personnel (maintenance, para-professional)
Professional personnel
State education laws and/or local school policies
Student enrollment
Transportation

Determined adjustments needed in each of the following areas to achieve YRE goals:

Amount of time for:
Instruction
Staff development
Community involvement
Curriculum and/or instruction revision
Curriculum materials
Equipment and/or supplies
Facilities (classroom space and/or other)
Non-certified personnel (maintenance, para-professional)
Professional personnel
State education laws and/or local school policies
Student enrollment
Transportation

Decided whether achievement of the YRE goals was feasible when the required adjustments in resources and restraints were considered.

Formulated Objectives

Stated attainable performance objectives in each of the following areas:

Curriculum and/or instruction revision
Equipment and/or facilities utilization
Staff support
Student performance
    Intellectual
    Social

Selected Alternative

Submitted report on analysis of alternatives for decision to:

Superintendent
Central office staff

Developed Procedures for Implementation of Selected Alternative

Used an implementation procedure which initiated YRE in:

One of more pilot schools

Evaluated Implementation Procedures and Performances

Established an evaluation procedure which:

Defined evaluation criteria
Determined procedures for data collection, organization, analysis, and reporting
Assigned specific evaluation responsibilities
Assigned responsibility for coordination of the evaluation
Allocated funds

The evaluation was completed by:

Individuals within the system

Evaluated the effect of the YRE program on:

Student performance
    Intellectual
Educational costs
    Operational

Evaluated the effect of the YRE program on:

- Attitudes
  - Parent and/or other citizens
  - Students
  - Staff
- Family life style

Modified Planning Procedures and Program

Made adjustments in planning procedures as needed.

"Nonsystematic" Planning Style

Planning Arena

Considered trends in the following areas in the development of the YRE program:

- Education on local level
- Family life on local level

Established Goals

Established goals for YRE in the following areas:

- Community support
- Curriculum and/or instruction revision
- Equipment and/or facilities utilization
- Staff support
- Staff utilization
- Student performance
  - Intellectual
  - Social
  - Emotional
  - Physical
  - Vocational

Involved members of the following groups in developing the goals for YRE:

- Board of Education members
- Central ofrice administrative and/or supervisory staff
- Parents
- Principals
- Students
- Teachers

Assessed Needs

Determined the discrepancy between the current level of achievement and desired level of achievement in each of the following YRE goal areas:

Community support
Curriculum and/or instruction revision
Equipment and/or facilities utilization
Staff utilization

Identified Resources and Restraints

Collected information on the following factors which might help or hinder achievement of YRE goals:

Amount of time for:
- Instruction
- Staff development
- Curriculum and/or instruction revision
- Planning and development

Budget for:
- Capital outlay

Curriculum materials
Equipment and/or supplies
Facilities (classroom, space and/or other)
Professional personnel
State education laws and/or local school policies
Student enrollment

Determined adjustments needed in each of the following areas to achieve YRE goals:

Amount of time for:
- Instruction
- Staff development
- Curriculum and/or instruction revision
- Planning and development

Budget for:
- Operation
- Capital outlay

Curriculum materials
Professional personnel
State education laws and/or local school policies
Transportation

Decided whether achievement of the YRE goals was feasible when the required adjustments in resources and restraints were considered.

Generated Alternatives

Reviewed current YRE programs in nation for possible adaptation to meet objectives.

Created alternative YRE programs to meet the objectives.

Analyzed Alternatives

Submitted alternatives to members of the following groups to determine preference:

Board of Education members
Central office administrative and/or supervisory staff
Parents
Principals
Students
Teachers

Selected Alternative

Submitted report on analysis of alternatives for decision to:

Superintendent
Board of Education

Information System

Established an information system which included identifying:

What information would be needed

"Systematic Financial and Facilities" Planning Style

Planning Arena

Considered trends in the following areas in the development of the YRE program:

Education on local level
Family life on local level

Established Goals

Established goals for YRE in the following areas:

Curriculum and/or instruction revision
Equipment and/or facilities utilization
Financial efficiency

Involved members of the following groups in developing the goals for YRE:

Principals

Identified Resources and Restraints

Collected information on the following factors which might help or hinder achievement of YRE goals:

Amount of time for:
- Instruction
- Curriculum and/or instruction revision

Budget for:
- Operation
- Capital outlay

Facilities (classroom space and/or other)
Non-certified personnel (maintenance, para-professional)
State education laws and/or local school policies
Student enrollment
Transportation

Decided whether achievement of the YRE goal; was feasible when the required adjustments in resources and restraints were considered.

Selected Alternative

Submitted report on analysis of alternatives for decision to:

Superintendent
Board of Education

Developed Procedures for Implementation of Selected Alternative

Used an implementation procedure which initiated YRE in:

One or more pilot schools

Evaluated Implementation Procedures and Performance

Established an evaluation procedure which:

Determined procedures for data collection, organization, analysis, and reporting
Assigned specific evaluation responsibilities
Assigned responsibility for coordination of the evaluation

Evaluated the effect of the YRE program on:

Student performance
    Intellectual
Educational costs
    Operational

Evaluated the effect of the YRE program on:

Attitudes
    Parent and/or other citizens
    Students
    Staff

Information System

Established an information system which included identifying:

Who would need the information

Modified Planning Procedures and Program

Made adjustments in planning procedures as needed.

Ideal Styles

Four ideal styles were identified through the hierarchical grouping procedure. The majority of the districts, through the ideal styles, used or recommended for use all of the planning procedures. In order to identify the most distinguishing procedures then, those which did not have a mean of .8 were used. An analysis of the procedures which were omitted from each of the four styles made it possible to affix the style names "Comprehensive Systematic," "Anti-Behavioral Objective Systematic," and "Provincial Systematic." The fourth style was not named or analyzed further because agreement on the consideration of trends in religion at the local level was responsible for the small cluster of these districts.

Overall, the ideal styles indicated that the districts recommended a logical and systematic planning process for year-round education. The distinguishing procedures which were omitted from each of the ideal styles are not listed because of their small number and ease of narrative description. The ten districts in the "Comprehensive Systematic" included all procedures with the exception of the procedures dealing with religion in the planning area and implementation procedures other than pilot schools.

The main characteristic of "Anti-Behavioral Objective Systematic" was the lack of procedures to formulate behavioral objectives and to systematically analyze alternatives. Many of the five districts in this cluster wrote specific notes on the questionnaires indicating they felt the behavioral objectives were not "humanistic."

The "Provincial Systematic" was characterized by large numbers of omissions from the planning arena, the omission of any procedure dealing with vocational student performance, and the omission of procedures to determine whether individuals within or without the system should conduct the evaluation. There were fourteen districts in this style.

Related School District Characteristics

Relationships were found to exist between some of the selected school district characteristics and the actual and ideal planning styles. These relationships are reported below.

Planning Styles - Actual	Related School District Characteristics
Systematic	Lowest median adjusted gross income per pupil Lowest median district size Middle median district size Shorter time for planning Superintendent primary planner Primary goal - increase space
Non-Systematic	Middle median adjusted gross income per pupil Middle median budget for planning Lowest median size of district Longer length of time for planning Primary goal - increase space
Systematic Financial and Facilities	Largest median for adjusted gross income per pupil Largest median budget for planning Largest median size of district Longer length of time for planning Primary goal - increase space Rescheduled school calendar

Planning Styles - Ideal	Related School District Characteristics
Comprehensive Systematic	Largest median adjusted gross income Middle median budget for planning Middle median size of district
Anti-Behavioral Objective Systematic	Middle median adjusted gross income per pupil Smallest median budget for planning Largest median size of district Principal primary planner Primary goal - provide options by varying school attendance patterns
Provincial Systematic	Smallest median adjusted gross income per pupil Largest median budget for planning Smallest median size of district Superintendent primary planner Primary goal - increase space

Goals

The school districts were asked to identify the goals they established for considering a year-round program and rank those in order of importance. Those goals which were listed most frequently and their frequency distributions are shown on the following page.

Frequency Distribution of Goal Priorities for Thirty-two Year-round Education School Districts

Goals	Goal Priorities										Total Response
	1	2	3	4	5	6	7	8	9	10	
To increase space or use school facilities twelve months	12	8	-	2	-	1	1	1	1	-	26
To provide options to students, parents, and educators in terms of varying school attendance patterns	5	2	4	3	4	-	1	-	-	-	19
To serve as a catalyst for initiating change in the school program	4	2	5	2	2	-	-	-	-	1	16
To fully utilize instructional materials, equipment, textbooks	-	5	2	1	1	3	1	-	1	-	14
To provide enrichment for students	2	2	2	3	2	-	-	2	-	-	13
To provide time for curriculum revision and in-service training for teachers	-	2	5	1	1	1	-	1	1	-	12
To provide for pupil acceleration	1	2	1	2	2	1	-	1	-	1	11
To provide employment all year for the staff	-	-	-	-	1	1	2	-	2	1	7
To provide remedial experience for students	1	1	3	1	-	-	1	-	-	-	7
To provide time to teach an increasing body of knowledge	-	1	2	1	-	2	-	-	-	-	6
To compensate for a defeated bond issue	1	2	-	2	1	-	-	-	-	-	6
To save money	1	1	2	-	-	-	-	1	-	-	5
To assist high school students with employment	-	-	-	-	-	1	3	-	-	-	4
To avoid proposing a bond issue to the public	1	2	1	-	-	-	-	-	-	-	4
To help solve transportation problems	-	-	-	1	-	-	-	-	-	-	1
To obtain data necessary for evaluation of educational value of year-round school	1	-	-	-	-	-	-	-	-	-	1
To minimize loss of learning	-	-	-	1	-	-	-	-	-	-	1
To provide a better educational program for students	1	-	-	-	-	-	-	-	-	-	1
Better utilization of school year	-	-	-	1	-	-	-	-	-	-	1
To improve educational program for children	1	-	-	-	-	-	-	-	-	-	1
To improve instruction	1	-	-	-	-	-	-	-	-	-	1
To provide classrooms for instituting a kindergarten program	-	-	-	1	-	-	-	-	-	-	1

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to identify actual and ideal planning styles used by thirty-two school districts in planning for year-round education programs, and to relate these styles to selected school district characteristics. Three actual styles were identified and entitled "Systematic," "Nonsystematic," and "Systematic Financial and Facilities." Four ideal styles were identified; three were entitled "Comprehensive Systematic," "Anti-Behavioral Objective Systematic," and "Provincial Systematic." It was found that relationships existed between the actual and ideal planning styles and several of the school district characteristics. The actual styles were associated with size of district, wealth of district, amount of budget for planning, length of planning time, type of year-round calendar, and individual or group who assumed primary responsibility for planning. The ideal styles were associated with size of district, wealth of district, amount of budget for planning, individual or group who assumed primary responsibility for planning, and primary goal established for the year-round program.

Overall, the planning done for year-round education by the districts did not reflect use of the basic concepts on systematic planning in the literature. Basic weaknesses were found in such areas as consistency throughout the planning process, ranking goals and adopting the goals through board of education approval, generating, analyzing, and selecting alternatives; formulating and ranking behavioral objectives; developing implementation procedures, designing an evaluation

system; establishing an information system; and modifying the system. It is not clear why school districts did not use systematic procedures even though they recommended a systematic approach in the ideal styles. It may be the districts were not familiar with the body of knowledge of systematic planning, were not under sufficient pressure from the environment, e.g. insufficient resources for operation, or that they were familiar with a systematic planning process but did not know how to implement it. It is important to note that even though the districts did not do systematic planning as defined in this study, their planning did result in the implementation of programs. However, it was not possible because of limitations of this study to analyze any difficulties or excessive costs which may have been associated with the type of planning used.

The ideal styles resulted in the identification of two key points for educational planners. First, planning will necessarily be influenced by the planners' beliefs about education and their individual situations. This was evident, for example, in the style which omitted behavioral objectives and vocational student performance. Second, perhaps one of the most practical benefits from the study is that a framework has been established for planning year-round programs. Any school district may take the framework and identify a systematic process congruent with their goal priorities and resources available for planning and implementing programs.

Recommendations for Educational Research

The recommendations shown below are made for additional research in educational planning.

1. Highest priority should be given to descriptive research on how school districts actually plan. Such descriptive studies should be used to further validate or invalidate the appropriateness and need for the concepts advocated for systematic planning in the literature.
2. Further research is needed to clarify the relationships between such factors as size of district, wealth of district, amount of budget for planning, length of time available for planning, type of district, the primary goal for planning, and the individual who assumes primary responsibility for planning processes actually used by districts.
3. It should be determined why school districts do not use a systematic planning process or do not plan at all.
4. If actual benefits such as savings in time and money do accrue from using a systematic planning process, these should be substantiated by actual research findings.
5. A determination should be made of the type of training program which will result in school administrators using systematic planning procedures.

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APPENDIX A*

Return to:
Miss Linda G. Leffel
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YEAR-ROUND EDUCATION PLANNING SURVEY

Section I: GENERAL INFORMATION

A. Name of respondent _____
Name of school district _____
Address _____
street
_____
city state zip
Phone _____

B. Indicate size of your school district in student average daily membership (ADM): _____
Approximate number of students involved in YRE program _____

C. Indicate approximate percentage of students non-white _____

Section II: YEAR-ROUND EDUCATION (YRE) PROGRAM INFORMATION

A. Check the type of YRE calendar you are using (check both if applicable):
_____The minimum required attendance days are rescheduled (for example, 45-15). Name of calendar _____

_____The school year is extended beyond the usual minimum required attendance days. Name of calendar _____

B. Length of time devoted to planning your YRE program prior to implementation.
_____0-12 months
_____13-24 months
_____25-36 months
_____more than 36 months

C. Approximate cost of planning your YRE program (include pertinent costs such as salary of personnel, consultants, secretarial/clerical assistance, visitation, computer costs, inservice, supplies and materials, etc. ___
_____

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D. Which of the following participated in planning your YRE program?

_____ Board of education members.
_____ Business community.
_____ Central office administrative staff.
_____ Central office supervisory staff.
_____ Clergy.
_____ Local governmental officials, e.g. Director of Recreation.
_____ Parents (other than categories designated here).
_____ Principals.
_____ State education agency personnel.
_____ Students.
_____ Teachers.
_____ Others (please specify). _____
_____

E. Title of individual or group that assumed major responsibility for planning the YRE program.

_____ Director of Year-Round Education.
_____ Superintendent.
_____ Member of central office administrative staff.
_____ Research and Development Office.
_____ Task Force on Planning.
_____ Other (please specify). _____
_____

F. Please check the goals which your district established for considering a year-round program. Please rank those checked in order of importance beginning with one (1) for most important.

Check	Rank	
_____	_____	To assist high school students with employment.
_____	_____	To help solve transportation problems.
_____	_____	To increase space or use school facilities twelve months.
_____	_____	To avoid proposing a bond issue to the public.
_____	_____	To provide employment all year for the staff.
_____	_____	To provide time for curriculum revision and inservice training for teachers.
_____	_____	To provide for pupil acceleration.
_____	_____	To provide time to teach an increasing body of knowledge.
_____	_____	To fully utilize instructional materials, equipment, textbooks, etc.
_____	_____	To provide remedial experience for students.
_____	_____	To provide enrichment for students.
_____	_____	To serve as a catalyst for initiating change in the school program.
_____	_____	To provide options to students, parents, and/or educators in terms of varying school attendance patterns.
_____	_____	To compensate for a defeated bond issue.
_____	_____	To save money.
_____	_____	Other (please specify). _____
		_____

Section III: THE PLANNING PROCESS

Directions: Listed below are some procedures which you may have used in planning for YRE. Not all procedures are necessarily applicable to all districts. Please check for EACH procedure whether:

(1) It was USED in planning your YRE program.

(2) It was NOT USED, BUT you feel its use would be ADVANTAGEOUS in planning a YRE program.

(3) It was NOT USED, AND you feel its use would NOT be ADVANTAGEOUS in planning a YRE program.

These three categories will appear across from each procedure as: 1 2 3 ☐☐☐

For Example:

Reviewed current YRE programs in the nation (used the procedure) ☑☐☐

Established minimum criteria which any YRE program must meet (the procedure was not used, but you feel its use would be advantageous) ☐☑☐

Evaluated the effect of the YRE programs on family life style (the procedure was not used, and you feel its use would not be advantageous) ☐☐☑

* *

PLANNING ARENA

(Consists of national, state, and local trends which may influence planning for YRE.)

Please check one box at each level.

Considered trends in the following areas in the development of your YRE program:	On NATIONAL level 1 2 3	On STATE level 1 2 3	On LOCAL level 1 2 3
•The Economy	☐☐☐	☐☐☐	☐☐☐
•Education	☐☐☐	☐☐☐	☐☐☐
•Family life	☐☐☐	☐☐☐	☐☐☐
•Government (political)	☐☐☐	☐☐☐	☐☐☐
•Religion	☐☐☐	☐☐☐	☐☐☐

* *

ESTABLISHED GOALS

(The process used in developing general statements of DESIRED OUTCOMES.)

	1	2	3
Established goals for YRE in the following areas:			
•Community support	☐	☐	☐
•Curriculum and/or instruction revision	☐	☐	☐
•Equipment and/or facilities utilization	☐	☐	☐
•Financial efficiency	☐	☐	☐
•Staff support	☐	☐	☐
•Staff utilization	☐	☐	☐
Student performance			
•Intellectual	☐	☐	☐
•Social	☐	☐	☐
•Emotional	☐	☐	☐
•Physical	☐	☐	☐
•Vocational	☐	☐	☐
Involved members of the following groups in developing the goals for YRE:			
•Board of education members	☐	☐	☐
•Business community	☐	☐	☐
•Central office administrative and/or supervisory staff	☐	☐	☐
•Local governmental officials (e.g. Director of Recreation)	☐	☐	☐
•Parents	☐	☐	☐
•Principals	☐	☐	☐
•Students	☐	☐	☐
•Teachers	☐	☐	☐
•Others (please specify) _____	☐	☐	☐
_____			
•Ranked the goals in order of value to the school community.	☐	☐	☐
•Adopted the goals as planning policy through board of education action.	☐	☐	☐

ASSESSED NEEDS

(Process used to determine the discrepancy between where a district is and where it desires to go.)

	1	2	3
Determined the discrepancy between the current level of achievement and desired level of achievement in each of the following YRE goal areas:			
•Community support	☐	☐	☐
•Curriculum and/or instruction revision	☐	☐	☐
•Equipment and/or facilities utilization	☐	☐	☐
•Financial efficiency	☐	☐	☐
•Staff support	☐	☐	☐
•Staff utilization	☐	☐	☐
Student performance			
•Intellectual	☐	☐	☐
•Social	☐	☐	☐
•Emotional	☐	☐	☐
•Physical	☐	☐	☐
•Vocational	☐	☐	☐

IDENTIFIED RESOURCES AND RESTRAINTS

(Process of collecting information on those factors which might help or hinder achievement of YRE goals.)

	1	2	3
Collected information on the following factors which might help or hinder achievement of YRE goals:			
Amount of time for			
•Instruction	☐	☐	☐
•Staff development	☐	☐	☐
•Community involvement	☐	☐	☐
•Curriculum and/or instruction revision	☐	☐	☐
•Building construction	☐	☐	☐
•Maintenance	☐	☐	☐
•Planning and development	☐	☐	☐

	1	2	3
Budget for			
• Operation	☐	☐	☐
• Capital outlay	☐	☐	☐
• Curriculum materials	☐	☐	☐
• Equipment and/or supplies	☐	☐	☐
• Facilities (classroom space and/or other)	☐	☐	☐
• Non-certified personnel (maintenance, paraprofessional, etc.)	☐	☐	☐
• Professional personnel	☐	☐	☐
• State education laws and/or local school policies	☐	☐	☐
• Student enrollment	☐	☐	☐
• Transportation	☐	☐	☐
Determined adjustments needed in each of the following areas to achieve YRE goals:			
Amount of time for			
• Instruction	☐	☐	☐
• Staff development	☐	☐	☐
• Community involvement	☐	☐	☐
• Curriculum and/or instruction revision	☐	☐	☐
• Building construction	☐	☐	☐
• Maintenance	☐	☐	☐
• Planning and development	☐	☐	☐
Budget for			
• Operation	☐	☐	☐
• Capital outlay	☐	☐	☐
• Curriculum materials	☐	☐	☐
• Equipment and/or supplies	☐	☐	☐
• Facilities (classroom space and/or other)	☐	☐	☐
• Non-certified personnel (maintenance, paraprofessional, etc.)	☐	☐	☐
• Professional personnel	☐	☐	☐
• State education laws and/or local school policies	☐	☐	☐
• Student enrollment	☐	☐	☐
• Transportation	☐	☐	☐
• Decided whether achievement of the YRE goals was feasible when the required adjustments in resources and restraints were considered.	☐	☐	☐

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	1	2	3
Submitted alternatives to members of the following groups to determine preference:			
•Board of education members	☐	☐	☐
•Business community	☐	☐	☐
•Central office administrative and/or supervisory staff	☐	☐	☐
•Local governmental officials (e.g. Director of Recreation)	☐	☐	☐
•Parents	☐	☐	☐
•Principals	☐	☐	☐
•Students	☐	☐	☐
•Teachers	☐	☐	☐
•Others (please specify) _____	☐	☐	☐

* *

SELECTED ALTERNATIVE

	1	2	3
Submitted report on analysis of alternatives for decision to:			
•Superintendent	☐	☐	☐
•Board of education	☐	☐	☐
•Citizens Advisory Committee	☐	☐	☐
•Central office staff	☐	☐	☐
•Other (please specify) _____	☐	☐	☐

* *

DEVELOPED PROCEDURES FOR IMPLEMENTATION OF SELECTED ALTERNATIVE

(The process of identifying and assigning responsibility for those procedures necessary for implementation.)

	1	2	3
•Identified the activities and their schedules of occurrence for successful implementation of the selected alternative.	☐	☐	☐
•Identified the specific results anticipated from each activity.	☐	☐	☐
•Assigned responsibility to specific individuals for implementation activities.	☐	☐	☐
•Established a procedure to monitor activities to insure completion on specified dates.	☐	☐	☐

	1	2	3
Used an implementation procedure which initiated YRE in:			
• One or more pilot schools	☐	☐	☐
• Elementary schools with plans to move the program to higher grade levels as pupils advance	☐	☐	☐
• Secondary schools	☐	☐	☐
• All schools in an attendance area	☐	☐	☐
• One grade level	☐	☐	☐
• All schools within the district	☐	☐	☐
• Other (please specify) _____	☐	☐	☐
_____			

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EVALUATED IMPLEMENTATION PROCEDURES AND PERFORMANCE

(The process of determining whether performance objectives were achieved and whether implementation procedures were successful.)

	1	2	3
Established an evaluation procedure which:			
• Defined evaluation criteria	☐	☐	☐
• Determined procedures for data collection, organization, analysis, and reporting	☐	☐	☐
• Assigned specific evaluation responsibilities	☐	☐	☐
• Assigned responsibility for coordination of the evaluation	☐	☐	☐
• Allocated funds	☐	☐	☐
The evaluation was completed by:			
• Individuals within your system	☐	☐	☐
• Outside agency(s) by contract	☐	☐	☐
• Individuals from both within and without the system	☐	☐	☐
Evaluated the effect of the YRE program on:			
Student performance			
• Intellectual	☐	☐	☐
• Social	☐	☐	☐
• Emotional	☐	☐	☐
• Physical	☐	☐	☐
• Vocational	☐	☐	☐
Educational costs			
• Operational	☐	☐	☐
• Capital outlay	☐	☐	☐

	1	2	3
Evaluated the effect of the YRE program on:			
Attitudes			
• Parent and/or other citizens	☐	☐	☐
• Students	☐	☐	☐
• Staff	☐	☐	☐
• Family life style	☐	☐	☐
• Services of religious groups	☐	☐	☐
• Business and professional practices	☐	☐	☐
• Services of governmental agencies	☐	☐	☐
• Other (please specify) _____	☐	☐	☐
_____			
Evaluated implementation procedures.	☐	☐	☐

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